10: Hilger E-5 (1946-1952) 1957
SG4 Araucanians SG4
Chile

of the same age groups. During recess periods the same three or four older girls were usually seen sitting together chatting. Usually girls from a particular countryside have a feeling of closeness to each other, probably because they walk to and from school together; the same is true of boys. Lasting friendships are thus formed and extend through adult life.

Leadership among children does not seem to exist in any pronounced way. Oratory gives prestige in the choosing of a leader, even though it may not need to be exercised on the occasion for which the leader is chosen, such as a procession. (Oratory gives distinction to elders, also; something children undoubtedly know.) Quoting a teacher: "No particular child in school acts as a leader at all times. Any child, for instance, may suggest a game or the doing of something and others will respond 'Bueno!' and all they will go to play or to do the thing."

Joviality and fun are part of the Araucanian child's life. Schoolchildren told their own and each other's nicknames with much laughter and teasing. A little girl brought an old-time silver necklace to school. Every little girl placed it around her own neck, and then one placed it around the teacher's neck, at which all clapped their hands, laughed, danced around, and made complimentary remarks. There was much joviality, too, between older girls who spent recess helping an herbalist do a washing. At the end they slapped each other with pieces of wet wash and laughed good-naturedly.

THE SENSES OF THE CHILD

A child's eyesight is keen. So are its powers of observation. School children gave us points that they could see distinctly from the shore of the Pacific below Alepún, the Isla Mocha, Punta Quele, Punta Corral, and Puerto Saavedra (see fig. 1)—points that neither the field assistant, the interpreter, nor I could see even faintly. Quoting the interpreter, a non-Araucanian herbalist: "These Mapuche children have very keen sight. At great distances they can name the persons whom they see working or walking there. I cannot see them as much as a speck, and I have excellent sight. Going along a path, they will trace the steps of tiny insects that have gone that way, also; I can hardly see them. When we look for anything outdoors, children find it immediately. Their sense of hearing is just as keen."

Red, blue, and green in bright shades are favorite colors of school children. Several little girls were disappointed to not finding these in a box of miscellaneous crayons: "We wanted to put also colors on

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these flowers for you; now we have to use paler ones." They had drawn conventionalized daisylike flowers. Children who drew houses chose a variety of colors for parts of houses, such as walls, doors, windows, and roofs. Smoke was colored brown by each one; water, blue; grass, green; and the flag of Chile, red, blue, and white in the proper places. Two little girls sat quiet for about five minutes, thinking, after the time for drawing had been announced. "I shall make a house," said one. "And I shall make a flower," said the second. In 10 minutes a pencil sketch had been made of the flower; only one line of the house had been drawn. "I must get a ruler," said the first one; "I cannot make a pretty house without a ruler." 822

Children everywhere enjoyed flowers, which were found in many gardens. Here one rainy 5-year-old boy stuck three little flowers into the sweater of his 2-year-old brother. Their older sister remarked: "These two boys go into the garden every morning to pick flowers; they like flowers. So do I. I always have a little bouquet where I work." A bouquet stood on a low table near her loom. 824 857

When schoolchildren were asked what animals they recognized because of their odor, the skunk and the pig were listed, the former four times oftener than the latter. To the question, "Can you smell, when you come home, that strangers have been there?" all answered, "No." Many noted that the smoke overcame all odors in the ruka. 151

COURTESY, SHARING, OBEDIENCE

Courtesy is taught to children in a positive way. A parent will see to it that a child, no matter how young, shakes hands with everyone who arrives at the ruka; if the child happens not to be at home when visitors arrive, it must do so when it comes home. It is pleasant to see even a toddler going from one visitor to another and shaking hands. 867 576

When elders speak, children either listen or are expected to be, and usually are, busy in a quiet way at play or work. During an interview a 5-year-old boy repeatedly asked his mother for something which she was obviously refusing him; conversation between them was in whispers. When I suggested that the boy be given what he wanted, the mother replied that what he wanted he was not to have. She firmly turned to him and said gently, but with determination, "Learn to be a little man." Soon after that she diverted his interest by sending him out of the ruka to quiet a barking dog.

Children are trained not to pass in front of persons. On occasions, during interviews, when there was much space between speakers and very little back of them, a child crawled low to pass behind persons,

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of them as grown-ups; chose a mate in marriage for each, and provided the exchange of marriage gifts.

The respect shown by children to parents was noteworthy. Parents spoke of young unmarried sons and daughters, gainfully employed, who gave part or all of their earnings to the general support of the family. They also spoke of the obedience of children; complaints about children were rare.

In general, children of a family were agreeable among themselves; quarrelsome ones were corrected, and sometimes punished. Children of simultaneous wives were taught to get along together. "We were like brothers and sisters; parents did not allow their children not to like one another; we had great respect for one another." There were no taboos regarding brother-sister relationships, such as speaking to each other or being in each other's presence.

CHILDREN'S BEHAVIOR

CARE AND DRESSING OF THE HAIR, PERSONAL APPEARANCE

Formerly a girl's hair was not cut but was worn in braids; today most girls have it cut. A boy has always worn his cut; "it was cut like one cuts wool off a sheep." It was cut for the first time when he was 2 to 3 years old.

Most children seen were clean and had the appearance of being well cared for; an occasional one had hair dishevelled and face dirty. In general, when at home, children were barefoot and wore mended and faded clothes; in schools, villages, or in homes where visitors were expected, they wore better clothes, and usually shoes. (See pls. 62-67 for children.)

SIGHT AND HEARING OF THE CHILD

Non-Araucanians spoke of the keen sense of sight and hearing of Araucanian children, and of adults, as well. "If they have once seen a horse, they can tell its tracks wherever they see them. Consequently, they can often tell you from a horse's tracks what person passed down the road or path," said an estancia owner who employed Araucanians. A cow or horse that has strayed into a herd of several hundred, or a strange sheep in a large flock, is immediately spotted by them. Children that accompanied the writer through woods and over meadows sighted hidden flowers in crevices, commented on unusually tall grass, and on colors of stones lying at a distance. Insects were identified by their buzzing and birds by their songs and call notes, and both were accurately mimicked.